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FORTY-FOURTH
ANNUAL REPORT
CLARKE SCHOOL
FOR THE DEAF
NORTHAMPTON
MASSACHUSETTS
1910-1911



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DEPARTMENT OF
EDUCATION
RECEIVED

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LELAND STANFORD
JUNIOR UNIVERSITY.



CLARKE HALL

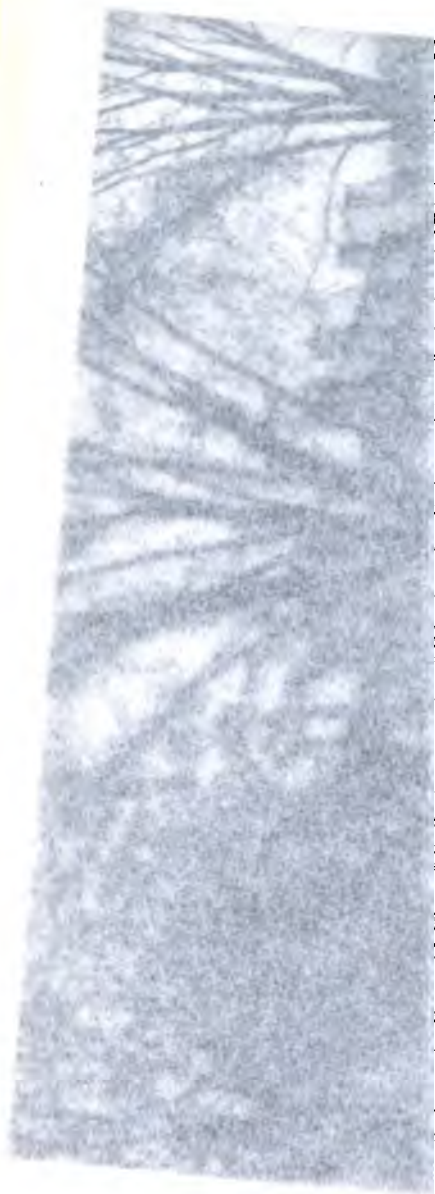


Photo 1951





DUDLEY HALL

FORTY-FOURTH
ANNUAL REPORT
OF THE
Clarke School for the Deaf
AT
NORTHAMPTON, MASS.,
FOR THE
Year Ending August 31, 1911



NORTHAMPTON, MASS.
PRESS OF GAZETTE PRINTING CO.
1911

AN ACT TO CHANGE THE NAME OF THE CLARKE INSTITUTION
FOR DEAF MUTES

Be it enacted, etc., as follows :

SECTION 1. The name of the corporation now known as the Clarke Institution for Deaf Mutes in the City of Northampton is hereby changed to the Clarke School for the Deaf.

SECTION 2. All devises, bequests, conveyances and gifts heretofore or hereafter made to said corporation by either of said names shall vest in the corporation of the Clarke School for the Deaf.

SECTION 3. This act shall take effect on its passage.

Approved February 12, 1896.

Corporation and its Officers.

PRESIDENT.

FRANKLIN CARTER.

VICE-PRESIDENTS.

FRANK B. SANBORN.

WILLIAM P. STRICKLAND.

CLERK.

EDWARD B. NIMS, M. D.

TREASURER.

S. DWIGHT DRURY.

AUDITOR.

WILLIAM P. STRICKLAND.

CORPORATORS.

FRANK B. SANBORN, Concord.

WILLIAM P. STRICKLAND, Northampton.

FRANKLIN CARTER, Williamstown.

EDWARD B. NIMS, M. D., Springfield.

JOHN C. HAMMOND, Northampton.

LAURA D. GILL, Boston.

TIMOTHY G. SPAULDING, Northampton.

GEORGE F. MILLS, Amherst.

ALEXANDER GRAHAM BELL, Washington, D. C.

IRVING F. WOOD, Northampton.

WILLIS H. BUTLER, Northampton.

FRANK H. METCALF, Holyoke.

EXECUTIVE COMMITTEE.

IRVING F. WOOD, Chairman.

EDWARD B. NIMS,

GEORGE F. MILLS,

JOHN C. HAMMOND,

WILLIS H. BUTLER.

FINANCE COMMITTEE.

TIMOTHY G. SPAULDING, Chairman.

IRVING F. WOOD.

FRANK H. METCALF.

Corporators of the Clarke School

From its Organization to the Present Time.

JULY 15, 1867—OCTOBER 11, 1911.

PRESIDENTS.

	<i>Elected.</i>	<i>Retired.</i>
GARDINER GREENE HUBBARD,	1867	1877
F. B. SANBORN,	1878	1883
LEWIS J. DUDLEY,	1883	1896
FRANKLIN CARTER,	1896	

CORPORATORS BY ACT OF INCORPORATION.

	<i>Elect'd.</i>	<i>Ret'd.</i>		<i>Elect'd.</i>	<i>Ret'd.</i>
*OSMYN BAKER,	1867	1875	*THEODORE LYMAN,	1867	1868
*WILLIAM ALLEN,	1867	1891	*HORATIO G. KNIGHT,	1867	1895
*LEWIS J. DUDLEY,	1867	1896	*JOSEPH A. POND,	1867	1867
*JULIUS H. SEELYE,	1867	1887	*WILLIAM CLAFLIN,	1867	1873
*GEORGE WALKER,	1867	1876	*JAMES B. CONGDON,	1867	1879
*GARDINER G. HUBBARD,	1867	1897	*THOMAS TALBOT,	1867	1885

CORPORATORS BY ELECTION.

*JOSEPH H. CONVERSE,	1868	1870	*FRANKLIN BONNEY,	1887	1906
*JONATHAN H. BUTLER,	1868	1868	*CHARLES MARSH,	1888	1891
F. B. SANBORN,	1868		*JAS. MADISON BARKER,	1889	1905
*J. HUNTINGTON LYMAN,	1870	1877	JOHN B. CLARK,	1891	1896
*SAMUEL A. FISKE,	1873	1884	JOHN C. HAMMOND,	1892	
*HENRY WATSON,	1875	1891	LAURA D. GILL,	1894	
*CHARLES DELANO,	1877	1883	TIMOTHY G. SPAULDING,	1896	
*EDWARD HITCHCOCK,	1877	1887	GEORGE F. MILLS,	1896	
JOHN D. LONG,	1880	1883	G. STANLEY HALL,	1896	1900
WM. P. STRICKLAND,	1883		A. GRAHAM BELL,	1898	
FRANKLIN CARTER,	1884		IRVING F. WOOD,	1900	
EDWARD B. NIMS,	1885		WILLIS H. BUTLER,	1906	
*FRANCIS H. DEWEY,	1886	1888	FRANK H. METCALF,	1910	

TREASURERS.

*OSMYN BAKER,	1867	1869	S. DWIGHT DRURY,	1896
*LAFAYETTE MALTBY,	1869	1896		

PRINCIPALS.

HARRIET B. ROGERS,	1867	1886	CAROLINE A. YALE,	1886
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ASSOCIATE PRINCIPALS.

CAROLINE A. YALE,	1873	1886	*ALICE E. WORCESTER,	1886	1889
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STEWARDS.

HENRY J. BARDWELL,	1870	1883	ROBERT B. WEIR,	1897
*FREEMAN C. CARVER,	1883	1897		

*Deceased.

Officers and Instructors, 1911-1912.

PRINCIPAL.

CAROLINE A. YALE.

GRAMMAR DEPARTMENT.

INSTRUCTORS.

CAROLINE S. DANIELS,	MABEL VAN DEUSEN.
RACHEL M. WILCOX,	ALICE G. HOWE,
MARY P. TUCKER,	ETHEL E. STROUT.

CLARA POSTEL, Matron.
SARAH R. HASKINS, Supervisor.
CHARLOTTE A. LOOMER, Supervisor.

INTERMEDIATE DEPARTMENT.

INSTRUCTORS.

FRANCES W. GAWITH, Teacher in Charge.
ALICE M. FIELD, CORA L. BLAIR,
ABBY T. BAKER, J. EVELYN WILLOUGHBY,
CHARLOTTE E. DENISON.
MARY SMITH, Matron.
JESSIE I. PIERCE, Supervisor.
KATE OLDS, Supervisor.
MARY McCUTCHEON, Supervisor.

PRIMARY DEPARTMENT.

INSTRUCTORS.

BESSIE N. LEONARD, Teacher in Charge.
FANNIE McKEEN, ETHEL A. HUNT,
ELEANOR C. LEONARD, MABEL H. GRAY.
ADELINE E. PEASE, Matron.
LILLIAN L. FIELD, Supervisor. ETHEL HURLBURT, Supervisor.
ESTELLA M. CHASE, Supervisor. FREDERICKA LOOMER, Supervisor.

GRACE G. BABSON, Teacher of Gymnastics.
SUSANNE LATHROP, Teacher of Drawing.
BESSIE S. LATHROP, Teacher of Wood Carving.
LENA G. GARFIELD, Teacher of Sloyd.
WALLACE B. BLANDIN, Instructor in Cabinet Shop.
CONSTANCE H. CHRIST, Substitute Teacher.
MARGARET N. MOFFATT, Assistant Matron.
ETHEL LEE, Principal's Clerk.
ROBERT B. WEIR, Steward.
CHARLES H. DUNNING, Engineer.

Report for the Corporation.

To the Board of Education of the State of Massachusetts:

GENTLEMEN :—The number of pupils in the Clarke School during the past year has been one hundred and forty-four. Of these, one hundred and three were supported by the State of Massachusetts, eight by Vermont, and six by New Hampshire. There were also twenty-seven paying, or private pupils, from other States. The health of the pupils of the school during the year has been good. No pupils were graduated from the school proper this year, but the ten members of the Normal Class received certificates and have obtained positions in the various schools for the deaf in the country.

It is probably not understood, even by thoughtful persons, how much more serious is the handicap under which a deaf child labors than are the limitations caused by blindness. Observers naturally class the loss of the two senses of sight and hearing together, completely failing to realize how much more both of mental and moral development comes through the ear than through the eye in childhood. It may be true that when late in life the loss of either of these senses occurs a greater equality of deprivation exists. Possibly the loss of sight is a greater calamity than the loss of hearing for an adult person, but for a child, during all the years of rapid growth in thought and affection, the formative influence of example and precept and the powerful incitement of intelligent instruction, must come largely through the ear. When this avenue is closed the growth in knowledge, faith, and charity must be incomparably slower and more difficult than when this avenue is open, even if vision is denied. This fundamental fact estab-

lishes for the deaf children of any community a claim on the sympathy and help of those standing in relations to them, of the largest significance. It has become the belief of those who have studied most carefully the education of the deaf that the accomplishments of lip-reading and articulation, difficult as they seem to those uninformed of the history of the training of the deaf, and difficult of attainment as these accomplishments certainly are, enlarge thought and give breadth of vision more amply and successfully than any other method. The acquisition of speech, the power of understanding and uttering words, is apparently coincident in every case with large growth in intelligence and in the fine discernment of duties and relations. In Europe the indorsement of the oral method is general. The vote in the congress on the education of the deaf, held in Milan so long ago as 1880, was one hundred and sixty to sixteen in favor of the oral method as superior to others. Since that time the movement in favor of this method has received no check in Europe and has made great progress in our own country. It is still held by some teachers that there are many deaf pupils who cannot master articulation sufficiently to hold easy converse with speaking persons, but many accomplished students of method believe that this number consists chiefly of those mentally not of average endowments. "The Clarke School for the Deaf" was the first school incorporated in New England for exclusive teaching by this method and one of the first two established in the United States. It was founded by those deeply interested in the best development of deaf children and its history from the beginning has been one of unqualified devotion to these children and of most honorable achievement in the training of these pupils for companionship with the normally endowed and for useful citizenship. It may be doubted whether any institution in our country has more perfectly met the ends for which it was established. It is improbable that any school for defective children is held in higher honor by those qualified to judge than this unpretentious workshop for overcoming defective endowment. For



ROGERS HALL

forty-five years the patient, heroic efforts of teachers and pupils have been co-operating to restore to society and companionship those apparently doomed to isolation and loneliness. During all this time the State of Massachusetts has profited by the endowment of John Clarke, in later years sending one hundred or more pupils to gain here the inestimably valuable power of speech and the mental advancement accompanying this achievement. But the Commonwealth has never paid the School for each pupil the annual average cost of instruction and maintenance. Some years the deficit for each pupil has been one hundred dollars or more; of late, about fifty dollars.

I called attention in my last report to this fact. I noted that the expenses for the instruction and support of the pupils in this institution, by the law of the State (Revised Laws, Chapter 39, Section 19), are to be paid by the Commonwealth. This school is by statute put directly under the fostering care of the Board of Education and to this Board we have always looked for a fair and candid consideration of our needs. We are now erecting a building provided by the generosity of Mrs. Gardiner Greene Hubbard for the better accommodation of our teachers and pupils, two-thirds of whom are supported by the State of Massachusetts. For the erection of this building the sum of \$50,000 was bequeathed and the State pupils are to have the advantages secured by its completion. The interest on \$50,000 at five per cent. is \$2,500, of which two-thirds or \$1,666 may be regarded as a new annual gift to the State. This fact suggests anew the question whether the State should not assume the entire annual cost to the school of each of its wards.

There can be no question that the education of the deaf by the oral method must be expensive. The small number of pupils that one teacher can instruct and the need of supervisors to encourage the use of speech outside of school hours will always require a large number of workers. Beyond this, the expenses of living have enormously increased in late years. The school has never been able to save a sufficient amount to make it

easy to introduce the improvements in equipment which skillful teaching always discovers as desirable. We ask those to whose supervision and watchful care the statute commits us to visit, at least by committee, our classrooms and inspect our methods and equipment, to give us that co-operating sympathy and criticism which the relation established by law seems to suggest, and to discover by personal examination in what ways the usefulness and efficiency of the school can be increased, and cordially to promote those ways and thus advance the best interests of the deaf wards of the State.

As an illustration of the great blessing which this school may bring to a pupil and through him to the community, the case of Mr. A. Lincoln Fechheimer, who was graduated from the school in 1891, is worthy of citation. After leaving us, Mr. Fechheimer was prepared by a three years' course in a technical school in Cincinnati to enter the "School of Mines" in "Columbia University," from which school he received in 1899 the degree of Bachelor of Science. He then went to Paris and studied in "L'Ecole des Beaux Arts," receiving a gold medal there, and is now a practising architect in his native city. He is the architect of our "Hubbard Hall," now in process of erection. He affirms that it is our school which made it possible for him to take a man's place in the world. One such instance reflects great honor, not merely on the school, but on the State which so early endorsed the value of oral training and whose friendly co-operation has helped the school to hold a unique place in the education of the deaf in America.

Probably the success of this young architect is the most brilliant attained by any one among our graduates. But the training in sloyd, in wood-carving, and cabinet-work, supplementing the mental training, has given many of our boys a fine co-ordination in the control of muscles and an accuracy of vision and judgment sufficient to fit them for useful labor in life and secure to them a fair chance of earning a livelihood. The conviction grows, in the minds of teachers, that the sloyd work is of very great value in helping to a harmonious de-

velopment and preparing the way for an independent, self-supporting life. During the last year a few of the boys have been taught also typewriting. Some of the girls have, in addition to the lessons in sewing, cooking, and other household duties, received instruction in weaving. The problem of securing a livelihood is, for the deaf, always serious. It is, however, known that the great majority of our graduates, and many of those leaving school before graduation, have not become a burden to others, but have proved themselves capable of honorable self-support. The corporators believe that the graduates of this school secure such a training as fits them for an intelligent comprehension of their relations to society and supplies them the power of speaking and enjoying social intercourse; and beyond this, that they go out into the world certain to be, not a burden, but a blessing to others.

It cannot fail to interest all the friends of our school to learn that the State of Nebraska has at present four pupils in our classes towards whose support it is paying a considerable sum.

The methods of this school are from year to year conveyed by the graduates of the Normal Class into nearly all the schools for the deaf in the country. Nor is their influence confined to our own land. A recent graduate, a Greek by birth, is imparting the intelligence and skill gained here to deaf children in Marsovan, Turkey. Another Normal graduate, also a Greek, opens this autumn in the city of Athens a school for deaf children which is to be supported by a wealthy gentleman of that city and to be conducted wholly after the methods in practice in our school. There is something profoundly significant and uplifting in the knowledge that the city, which more than two thousand years ago was the center of light and culture for the world and yet thought it better to put deaf children to death than to attempt to raise them, stirred by a reflux wave of light and sympathy from a region five hundred years ago not even known to be a part of the earth's surface and occupied by savages, establishes today a school

for the bringing of its deaf children into the full enjoyment of home and society. Such an incident taken with its historical relations is a striking coincidence of the permanent power of Christian love. There have been other pupils from foreign lands in the school in late years who, if not teaching, are nevertheless using powers acquired here in intercourse with others.

In concluding, I voice the sentiment of the corporators in expressing a hope that a deeper interest may be felt by our community and its authorities in the great work so quietly carried on here.

All of which is respectfully submitted.

FRANKLIN CARTER,

President of the Corporation.

With the close of the last school year Miss Caroline A. Yale completed twenty-five years of faithful heroic service in the management of the school. In recognition of this interesting event the trustees passed the following well-deserved resolutions and ordered them to be spread upon the records:

"The Corporators of the Clarke School wish to put on record their appreciation of the work of Miss Yale as a teacher and for twenty-five years the principal of the Clarke School.

"They recognize that it is largely due to her presence that this school has come to the present position of leadership among schools for the deaf in this country. They appreciate her many years of faithful labor; her wisdom in administration; her skill in teaching; her scholarship which has brought recognition both within and without her profession. They recognize also that her eminent success has been due no less to qualities of intellect than to a kindly heart, an earnest purpose, and a Christian devotion of life to the highest ends. They hope that many years of honored and useful labor will crown her already rich life. In token of their appreciation they wish to place these minutes on the records and to present her with a written copy as an expression of their grateful appreciation and personal esteem."

BALANCE SHEET OF THE CLARKE SCHOOL FOR THE DEAF
AUGUST 31, 1911.

ASSETS.

Real Estate,	\$150,000 00	
Furniture,	5,000 00	
Stock and Bond Account, Schedule A,	193,674 42	
Mortgage Notes, Schedule B,	46,000 00	
Northampton National Bank Cfs. of Deposit,	50,000 00	
Cash,	71 74	
	<hr/>	\$444,746 16

LIABILITIES.

Permanent Funds: Clarke,	\$306,000 00	
Hubbard,	50,000 00	
Billings,	2,000 00	
Wells,	2,000 00	
Lippitt,	1,500 00	
Street,	1,000 00	
Green,	500	
	<hr/>	\$363,000 00
Profit and Loss,	79,746 10	
Bills Payable,	2,000 00	
	<hr/>	\$444,746 16

RECEIPTS.

Balance on hand September 1, 1910,	\$ 15 71	
Income from Funds,	13,912 31	
Massachusetts Beneficiaries,	35,086 06	
Vermont "	2,184 65	
New Hampshire "	1,800 00	
Private Pupils,	9,750 00	
From Normal Account,	1,552 68	
Rebate on Insurance,	42 00	
	<hr/>	\$64,343 41

EXPENDITURES.

Salaries and Wages,	\$29,185 38	
Groceries and Provisions,	17,814 23	
Fuel and Light,	5,853 38	
Repairs and Furnishings,	4,832 29	
Cabinet Shop,	182 77	
Miscellaneous,	3,130 76	
	<hr/>	\$60,998 81
Insurance,	\$195 00	
Corporation Expenses,	25 38	
Lippitt Prizes,	45 00	
Kansas City Account,	107 38	
Rebate Pupils Account,	205 00	
Interest on Loans,	195 10	
	<hr/>	\$ 772 86
Balance,		\$ 2,571 74
		<hr/>
		\$64,343 41

NORMAL DEPARTMENT.

Dr.

Tuition of Students paid by American Association to Promote the Teaching of Speech to the Deaf,	\$1,500 00	
Board paid by Students,	1,940 00	
	<hr/>	\$3,440 00

Cr.

By Salaries and Wages,	\$1,781 53	
Itemized Bills,	105 79	
Paid to Account General Expenses of the School, for Board, etc.,	1,552 68	
	<hr/>	\$3,440 00

Principal's Report.

*To the Members of the Corporation of the Clarke School
for the Deaf:*

GENTLEMEN:—We herewith submit the forty-fourth annual report of the school under your charge. Within the year from September, 1910, to June, 1911, there were present one hundred and forty-four pupils: nineteen girls and thirty boys in the Primary Department; eighteen girls and thirty-three boys in the Intermediate; and twenty-one girls and twenty-three boys in the Grammar School. Of the whole number of pupils at the opening of the year, forty-five were under ten years of age; seventy-nine were between ten and fifteen, and twenty were above fifteen. Seventy-three had been connected with the school under five years, sixty-four had been members of the school from five to ten years and seven had been in the school over ten years. The number of pupils from the State of Massachusetts was one hundred and three; from Vermont, eight; from New Hampshire, six; from outside of New England, twenty-seven. All from outside New England and one from New England were received as private pupils at the expense of their parents.

The general health of the pupils was excellent. There were only two cases of serious illness. In both, the disease had been contracted before leaving home. Both made good recoveries. There was, however, a more than ordinary amount of illness among the teachers of the school,—Miss Whitney of the Grammar Department being absent almost the entire year; several others for less periods.



GILMORE GYMNASIUM

For schoolroom work the pupils were divided into seventeen regular classes varying in size from eleven to six. In so small a school as this, with pupils of so wide a range of age and development, it is impossible with any smaller number of classes to grade satisfactorily. For each of these seventeen classes a teacher was provided and in addition special teachers for branches of art and industrial work. The constantly increasing tendency toward training which shall be in its outcome vocational impels us to additional expansion in these directions. During the past year we have added typewriting to the list of subjects taught, and have fitted up, in the same building with our Cabinet Shop, a larger and much better equipped room for Sloyd. Some of our older girls have been taught weaving. In the Primary Department basketry in its simpler forms has been introduced. A larger number of the girls in both Grammar and Intermediate Departments have been taught cooking. The number of classes in sewing has been increased.

During the last few years there has come into existence in our Primary Department a definite grade known as the preparatory class. This contains those little children who enter at five years of age with some slightly older who are, for special reasons, likely to be slow in development. The hours and the work for these little ones are carefully arranged to suit their age and development. A more just estimate of the work done for the pupils in our special schools might be reached and more truthful comparisons might be made if pupils were spoken of as being of such an age, rather than as having been so many years in such a grade or in school. There are those who still adhere to the practice of not admitting pupils under seven or eight years of age and defend their practice by a comparison of the work accomplished by these older children with that of classes composed of younger ones during their first two or three years in school. A child entering at five and another at eight should not be compared, even though they have been under instruction the same length of time. Such comparisons might have been justifiable when the

term of school was limited to a few years, but now the question in every department of education is not "How much can be done in a certain limited time?" but, "How are the best results to be obtained?" and only after that question has been satisfactorily answered is the query raised as to what expenditure of time and money will be required to secure the desired result. If it were possible in any school to select a given number of students of from sixteen to eighteen years of age and carefully compare them—(taking into account the age and physical condition of each at time of entering school and the teaching power of the teacher of each pupil)—if the comparison instituted were to include an accurate estimate of the powers of comprehension, of imagination, of expression through both spoken and written language and the reasoning power gained—such a study might be a guide as to the conditions under which the best results are to be obtained. Certainly, any opinion based on a less thorough and careful investigation must be of little value. Will the boy or girl on reaching a given age have more mental development as well as broader comprehension and use of language if he enter at five than if he enter later? If so, then there can be no question which is the wiser plan.

On the afternoon of June 14th the exercises connected with the graduation of students from the Normal Department were held in Clarke Hall. The address was given by Dr. Samuel C. Schmucker of West Chester, Penn. His subject was "The Twentieth Century Ideal." The members of the class receiving diplomas were as follows: Bessie Winchester Benbow, Oak Ridge, N. C.; Blanche May Bowman, Scranton, Pa.; Mary Ethel Bruce, East Burke, Vt.; Julia Reid Ervin, Morganton, N. C.; Sadie Josephine Charles, Providence, R. I.; Constance Anna Hope Christ, Philadelphia, Pa.; Fannie T. Guthrie, Romney, W. Va.; Mary Cecilia Haddock, Providence, R. I.; Alice Katharine Metcalf, Portland, Ore.; Mary Rowland Welch, Danville, Ky. These graduates now hold positions as teachers in schools in Pennsylvania, North Carolina,

Kentucky, West Virginia, Rhode Island, Oregon and Massachusetts.

Miss Helene J. Palatides, who has been with us two years, left at the close of the year to open a school for the deaf in Athens. This school is to be supported by a philanthropic Greek gentleman resident there. We have good reports from the school opened last year by Miss Philadelphus in Marsovan. The first class was composed entirely of Greek children, and so was taught in the Greek language. This fall it is planned to open an Armenian and later a Turkish department. The school is entirely dependent upon gifts from those interested in this first school for the deaf in Turkey. The teachers of our own school and the graduates of our Normal School are aiding generously in the work. Miss Willard, who is at the head of the Mission School with which Miss Philadelphus' work is affiliated, wrote under date of May 25th: "If you could know how closely we have been figuring on our finances lately you would realize how glad we were to hear of the new gifts from Northampton.* We are getting through this year nicely from the financial standpoint, but have practically nothing ahead for next year and are therefore most grateful for the help which has come from you and other friends of the school."

It will interest you to know that during the past year six of our former students have been pursuing courses of study in High Schools. At the close of the year two were graduated with honor. One of these has entered Mt. Holyoke College. One of our boys is pursuing his studies in a Western college.

Just at the close of the year Clarke Hall was vacated. The classes of the Grammar School are now in temporary quarters in the Steward's house. The rooms in that building have been fitted up with wall slates. Lecture-room chairs take the place of desks. Those books from the library which were indispensable have been placed in cases in the hall-ways and school-

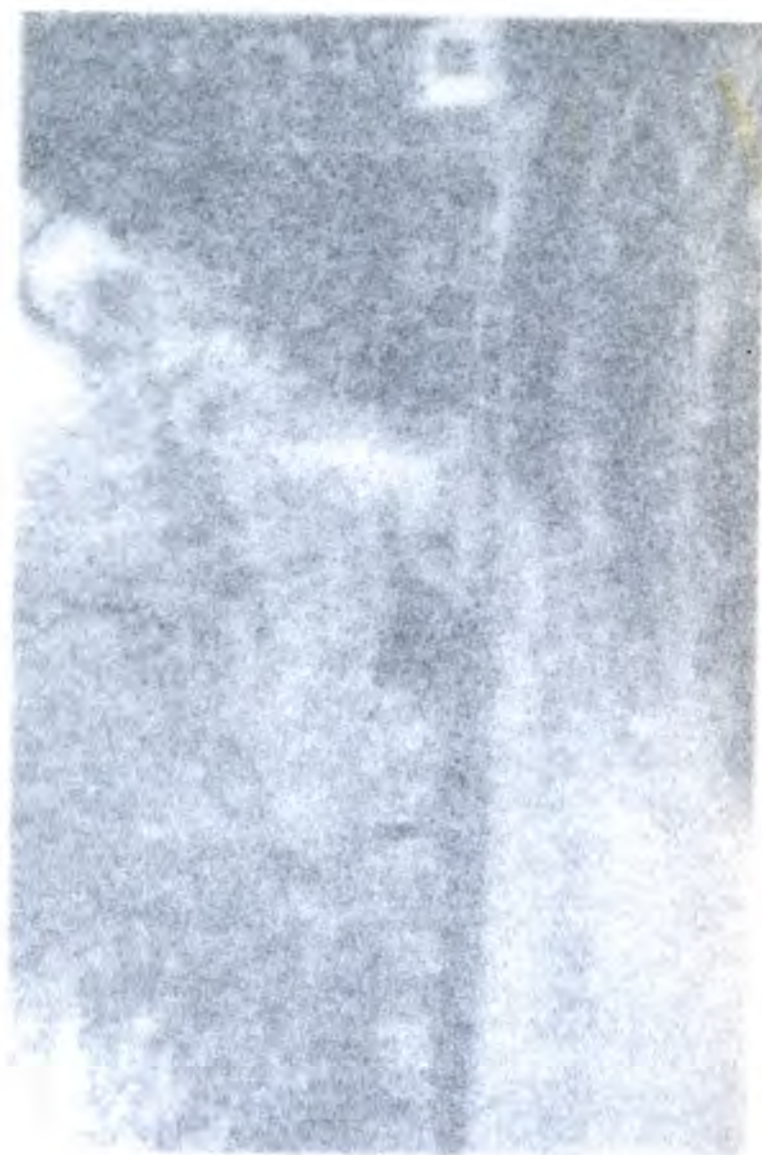
*FOOT-NOTE.—This included an amount contributed by Normal Students.

rooms. This seems the best arrangement for these classes that can be made while the construction of Hubbard Hall is going on upon the old site of Clarke Hall.

The alumni of the school have raised a fund to be applied to the furnishing of one or more rooms in Hubbard Hall. The sum raised has been increased by the gift of two hundred dollars, the proceeds of a Christmas sale and entertainment given by the pupils of last year and by the addition of five hundred dollars, the amount of a bequest received by Miss Rogers from Roscoe Green, one of the early pupils of the Chelmsford School. We are greatly gratified by the very general desire shown by the alumni of the school to share in this work. It is proposed that the gifts of the members of the Chelmsford School shall be used to furnish one room to be known as the Chelmsford room, and that the main fund raised by the pupils of the school as now established shall furnish a room to be known as an Alumni room.

We regret to report three vacancies in our Board of teachers, all in the Grammar Department. Miss Whitney, who has for some years done excellent work as the teacher of English in our Grammar Department, on account of continued ill health is unable to return. Miss Georgie Field, greatly to the loss of our own school, has accepted the position of instructor in English in Colorado University, and Miss Allison, the special teacher of speech in this department, is abroad for a year. These vacancies are filled by the retention of Miss Tucker, who had substituted during the previous year for Miss Whitney, and by the appointment of Miss Alice G. Howe and Miss Ethel M. Strout, both graduates of Smith, 1910.

The National Convention of Instructors of the Deaf was held in Delavan, Wisconsin, early in July. The gathering was an interesting one, including representatives of schools from all parts of the country. The daily sessions were occupied by papers and conferences on subjects of practical importance to the profession. The exhibitions from the departments of art and manual training made by some of the schools were most



admirable. At this Convention the graduates of our own Normal Department present organized an Association to be known as the Clarke School Normal Association. Mrs. Seth Gregory, an early graduate, was made president, Miss Eleanor C. Jones, secretary, Miss Gertrude Brown, treasurer. The objects of the organization are,—to foster a closer affiliation among the graduates of our Normal Department and to further philanthropic work among the deaf. The first task undertaken by the secretary is to gather for us exact information in regard to the work of all the Normal students thus far graduated, that we may have a complete record of the places and periods of service of each. The suggestion for the formation of this organization and the enthusiasm with which its work has been taken up have been a source of great satisfaction to us, showing, as they do, the continued interest and hearty support of the graduates from this department of our school.

The year covered by this report has been marked by repeated expressions of hearty appreciation of the work of the past twenty-five years in the school. I desire at this time to express my own deep sense of obligation to some of those who have made possible the results of the work of these years. First to my predecessor and friend, Miss Rogers, who in the early years of the school set standards of honest, thorough work which would shame any lower standards, and who, through these later years, has never failed to give full sympathy and ready help to those who were carrying on the work she had so well begun,—to the teachers and officers connected with the school through these years for their hearty co-operation, their skillful and efficient work, and their devotion to the best interests of the school,—to the boys and girls themselves and to the students of the Normal Department, who, while connected with the school and in after years, have by their hearty appreciation of the work done here for them made the years full of deep gratitude, and to you, members of this honorable Board, who, by your cordial acceptance of plans

proposed and by your generous appreciation, have made it a pleasure and an honor to have part in the work under your charge.

Respectfully submitted,

CAROLINE A. YALE.

Courses of Study.

Primary Department.

Exercises for the Cultivation of Sight and Touch.
Speech.
Writing.
English.
Nature Work.
Number Work.
Sloyd.

Intermediate Department.

English.
Speech.
Nature Work.
Arithmetic.
Geography.
Current Events.
United States History Stories.
Drawing.
Sloyd.

Grammar Department.

English.
Speech.
Arithmetic (Algebra).
Geography.
Current Events.

History of the United States.

General History.

Civil Government.

English Literature.

Physiology.

Zoölogy.

Astronomy.

Physics.

Chemistry

Drawing.

Wood Carving.

Cabinet Making.

Cooking.

Sewing.

Catalogue of Pupils.

Abbott, Harold D.	Northampton
Alway, Grace M.	Lowell
Andrews, Madeline A.	Springfield
Ascher, Franz L.	Springfield
Barr, Preston, Jr.	Wilkinsonville
Bassett, Thatcher N.	New Bedford
Bassett, John C.	New Bedford
Battersby, William H.	W. Lynn
Bergan, Jerome Frederick	Northampton
Blaikie, Arthur M.	Ontario, Cal.
Blessing, Harriet O.	Pittsfield
Bodward, Florence O.	Bellows Falls, Vt.
Bosley, Joseph	Bellows Falls, Vt.
Bostwick, Paul H.	Worcester
Brogden, John R.	New Bedford
Brown, Corrinne E.	Peabody
Bugbee, Frederick R.	Spencer
Butler, Maurice	Indianapolis, Ind.
Carboneau, Gertrude G.	Gardner
Carlson, John E.	W. Springfield
Chance, James Otis, Jr.	Bryan, Texas
Charron, Gladys	Manchester, N. H.
Cohn, Daphne E.	Brookhaven, Miss
Collett, Benjamin S.	Morrisville, Vt.
Conley, Cora E.	Leominster
Connolly, Alice R.	Springfield
Cool, Wyan N.	Colorado Springs, Col.

Coy, Bertha M.	Greenfield
Crain, James E.	Leominster
Crosby, Walston C.	Springfield, Vt.
Cunningham, Jessie V.	Brockton
Dacier, Mary Bernadette	Webster
Dafoe, Frank G.	Tecumseh, Neb.
Dafoe, Ruth	Tecumseh, Neb.
Daggett, Harold C.	Boston
Dalton, Richard	Westfield
Davis, Oscar Ai	Worcester
Desforge Rachel	Holyoke
Doane, Howard B.	Northfield
Dow, Bernice M.	Manchester, N. H.
Dramin, Lilly	Springfield
Dramin, Max	Springfield
Dubois, Edward	Springfield
Ducharme, Oliva R.	Holyoke
Evans, Clara B.	Winchendon
Faucher, M. Pearl	Worcester
Ferriter, John	Chicopee Falls
Fine, Anna A.	Manchester, N. H.
Fitzgerald, William	Roslindale
Flint, Marion G.	Northampton
Franke, Austin R.	Detroit, Mich.
Frederickson, Truman	Gloucester
Gamache, Beatrice	Ludlow
Gillies, Gladys S.	Newton
Gordon, Henry	New Bedford
Greenlaw, Claude I.	Boston
Greenwood, Lillian P.	Melrose
Guether, J. Reynolds	Colorado Springs, Col.
Guiffre, Antonio	Northampton
Guiffre, Ignazio	Northampton
Gwozdzik, Antony	Hadley
Harris, Esther E.	Quincy
Hinchey, Edward	Westfield

Hinchey, Thomas	Westfield
Holmberg, Alfred S.	Brockton
Hosmer, Malcolm D.	Springfield
Hudson, Elvira O. S.	Ludlow
Hutchins, Scott P.	Boston
Joncas, Leo	Lowell
Kaloski, Thomas	Northampton
Kimball, Helen G.	No. Ferrisburg, Vt
Kronick, Annie	North Adams
Kurtzeborn, Edwin A.	St. Louis, Mo.
Ladd, Charles S.	Brockton
Lamereaux, Henry	Northampton
Lapan, Richard J.	Northampton
Larivé, Edgar	Holyoke
Lariviere, Arthur	Holyoke
Larochelle, Denah	Northampton
Leary, Clara Belle	Lowell
Ledoux, Willis	Chicopee
Lee, Alice Stephana	Boston
Lendall, Maud L.	South Essex
Lincoln, Mary Elizabeth	Russell
Luce, Richard	Nashua, N. H.
Lynch, Harry I.	Pittsburg, Pa.
Lynch, James	Pittsburg, Pa.
Marshall, Ethel E.	Arlington
Martyn, Hazel R.	Plainfield, Vt.
Mayo, Michael F.	Manchester, N. H.
McCabe, Avis D.	Binghamton, N. Y.
McCord, Colin C.	Lowell
McLaughlin, William Lewis	Cincinnati, Ohio
McLellan, Gilford L.	Dorchester
McLeod, Charles N.	Lynn
Melick, Erle W.	Williams, Arizona
Milne, Helen Pauline	Springfield
Mitchell, Lester E.	Northboro
Moody, Laurence F.	Merchantville, N. J.

Munger, Henry	Mexia, Texas
Munger, Marguerite	Mexia, Texas
Nelson, Elizabeth M.	Worcester
Nelson, William B.	Portsmouth, N. H.
Newcomb, W. Owen	Franklin
Oiesen, Asta	Baltimore, Md.
Oiesen, Mary	Baltimore, Md.
O'Neill, Mary G.	Northampton
Opromollo, Cassie M.	Somerset
Perry, James F.	Salem
Phaneuf, Dorilla	Ludlow
Porter, Zylpha M.	Marshfield, Vt.
Pouliot, Wilfred A.	Lowell
Pratt, Effie Muriel	No. Duxbury, Vt.
Rau, Albert E.	Turners Falls
Reed, Mildred A.	Shrewsbury
Remillard, Armand	New Bedford
Richmond, Samuel	Manchester, N. H.
Ries, Waldo	New York, N. Y.
Robbins, Evelyn W.	Plymouth
Rogers, Edith B.	Lowell
Rose, Grace C.	Springfield
Rubenstein, Dorothy	Southbridge
Ryan, Evangeline	Haverhill
Sandler, Benjamin S.	Lawrence
Santesson, Carl J.	Lowell
Schiff, Stanley T.	New York, N. Y.
Scribner, Fred W.	Amesbury
Seavey, Leonard H.	Boston
Sentabar, Leon	Baldwinsville
Shores, Sadie E.	Amherst
Smith, C. Virginia	Northampton
Smith, Earle E.	Merrick
St. Martin, Louis	W. Springfield
Stoddard, Lena E.	Cambridge
Strader, Percy H.	Oxford

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MT. HOLYOKE FROM CLARKE SCHOOL

CLARKE SCHOOL CALENDAR.

1911-1912.

School Year Begins Tuesday, Sept. 19

Christmas Recess.

Pupils leave, Friday, Dec. 22

Pupils return Tuesday, Jan. 2

Second Term begins Monday, Feb. 5

School Year ends Friday, June 21

No school on Thanksgiving Day, Good Friday, and the
Monday after Easter.

(Pupils return after summer vacation on third Monday
in September, 1912.)

Terms of Admission.

The Clarke School is located in the city of Northampton, its buildings occupying the highest part of Round Hill overlooking the city. •

The school, at the time of its establishment in 1867, was endowed by John Clarke, a generous-hearted citizen of this city. The present site was bought soon after and the buildings were erected. The entire income of the endowment is used to carry on the work of the school.

It is the purpose of this school to provide instruction for girls and boys who, because of total or partial deafness, are unable to profit by the instruction given in schools for hearing children. The Board of Education of the State of Massachusetts will, on application from the parents of any deaf child, arrange with the authorities of the school for the child's board and tuition at the expense of the State. By this arrangement parents are required only to clothe the child and pay incidental expenses. The same is true of other New England States not having schools for the deaf. In Vermont and New Hampshire application should be made to the Governor of the State.

Pupils are seldom admitted under five years of age and more frequently at six or seven. There is no fixed limit to the length of time for which a pupil may be retained. The Massachusetts Board of Education issues a warrant in behalf of a child to cover its support for a term of ten years, but in the case of promising pupils this term may be extended beyond that time. The exact number of years required to complete

the course of study cannot be stated, as the age and attainments of entering pupils vary so greatly.

The charge for paying pupils is four hundred dollars for board and tuition; for tuition alone one hundred and fifty dollars. Payments are required in advance in September and February.

The school is divided into three distinct departments: The Primary occupying Dudley Hall; the Intermediate occupying Baker Hall; and the Grammar School occupying Rogers Hall and Clarke Hall. Each department constitutes a distinct family and school.

The course of instruction, given elsewhere, is intended to fit boys and girls for entrance to the High School. It is not, however, expected that all graduates will attempt this, but if it seems advisable for any to pursue a further course of study after graduating here, they may hope to do so at their own homes in the public High Schools.

The method of instruction employed is that known as the Oral Method, under which speech and speech-reading are the medium of instruction. Effort is made to develop the moral and social side of the child's nature, and a carefully selected library fosters the habit of reading. Sewing, cooking, wood-carving and light housework are taught the girls, while the boys are taught Sloyd, wood-carving and cabinet work; type-writing and weaving are also taught to selected pupils. The Gilmore Gymnasium, the beautiful gift of the grandparents of one of the former pupils of the school, furnishes ample means for the physical training of all pupils.

The school reassembles after the summer vacation on the *Third Monday of September*. School work begins on the following morning. There are forty weeks in the school year, with a summer vacation of twelve weeks. At the Holidays there is a recess of a few days which the pupils may spend at home. *See Calendar.*

All applications for admission for the succeeding year should be made before the end of June. A small sum of money, not

less than five dollars, should be deposited with the Principal at the beginning of the year in September and an equal amount at the middle of the year in February for incidental expenses. Every article of clothing should be marked with the child's full name and a list of the same sent in the pupil's trunk.

Applications and letters for information should be addressed to Miss Caroline A. Yale, Principal. All payments for board and tuition should be made to the Treasurer, S. Dwight Drury, Northampton.

Normal Class for Teachers of the Deaf Under the Oral Method.

In 1892, the American Association to Promote the Teaching of Speech to the Deaf, passed the following resolutions:

"Whereas, statistics show that the training schools for teachers of the deaf at present existing in America, do not supply a sufficient number of trained teachers of articulation to meet the demand, and,

Whereas, the Clarke Institution of Northampton, Mass., has had for years a training class for the teachers of her own school;

Be it resolved, That the Trustees of the Clarke Institution be requested to enlarge their training class so as to supply teachers for other schools; and

Resolved, That the officers of this Association transmit these resolutions to the Trustees of the Clarke Institution."

The work of the Normal Class continues throughout the ten months of the school year and consists of courses of study and reading; of observation of school-room work; and of teaching under direction. The subjects studied are:—preparatory sense training; mental development and methods of language teaching; formation and development of elementary English sounds; Visible Speech; anatomy and physiology of the vocal organs; voice training; aural training; speech reading; adaptation of methods of teaching arithmetic, geography, history, etc.; and the history of the education of the deaf. A course of lessons in blackboard drawing is also offered. Each year lectures on the anatomy of the organs of speech and hearing and on general educational subjects are given to the class by lecturers from outside the school.

An entrance examination in the common English branches (Arithmetic, Geography, United States History, Grammar and English) is required. This examination may be taken at the school any time before the middle of June. Applicants residing at a distance may have the papers sent to a local superintendent of schools or other responsible person under whose supervision the examination may be written and by whom papers may be forwarded to us.

Under the present affiliation of the School and the American Association to Promote the Teaching of Speech to the Deaf, all certificates awarded on the completion of this normal course bear the endorsement of both the School and the Association.

The normal students room and board in the school. The charge to each student is two hundred dollars, the balance being paid by the Association. One hundred dollars is to be paid at the opening of the school year in September and one hundred dollars in February. The above charge does not cover the expense of laundry, which must be provided for by each student. All extra expenses, including drawing lessons, text-books and note-books, will not exceed ten or fifteen dollars.

School work begins on the Tuesday following the third Monday of September and continues forty weeks. A few days' recess from school work is taken at the Holidays. See Calendar.

Persons wishing to become members of this class should make early application.

Letters of inquiry may be addressed to

CAROLINE A. YALE,

Clarke School,

Northampton, Mass.

Massachusetts Law in Regard to the Education of the Deaf.

[Revised Laws. Chap. 39.]

EDUCATION OF THE DEAF AND BLIND.

SECTION 19. The governor may, upon the request of the parents or guardians and with the approval of the board, send such deaf persons as he considers proper subjects for education, for a term not exceeding ten years, but, upon the like request and with like approval he may continue for a longer term the instruction for meritorious pupils recommended by the principal or other chief officer of the school of which they are members, to the American School, at Hartford, for the deaf, in the State of Connecticut, to the Clarke School for the Deaf at Northampton, to the Horace Mann School at Boston, or to any other school for the deaf in the commonwealth, as the parents or guardians may prefer; and with the approval of the board he may, at the expense of the commonwealth, make such provision for the care and education of children who are both deaf and blind as he may deem expedient. No distinction shall be made on account of the wealth or poverty of such children or their parents. No such pupil shall be withdrawn from such institutions or schools except with the consent of the authorities thereof or of the governor; and the expense of the instruction and support of such pupils in such institutions or schools, including their necessary traveling expenses, whether daily or otherwise, shall be paid by the commonwealth; but the parents or guardians of such children may pay the whole or any part of such expenses.

SEC. 20. The board shall direct and supervise the education of all such pupils, and shall state in its annual report the number of pupils so instructed, the cost of their instruction and support, the manner in which the money appropriated by the commonwealth therefor has been expended and such other information as it considers important.

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